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ABSTRACT

This document is a description of a prototype Library/Student Center designed to serve approximately 10,000 students at a comprehensive campus. Prepared by the firm Paulien & Associates, Inc., of Denver, Colorado, this prototype will serve a design basis for facilities at all Pima Community College (PCC) campuses. The prototype will not be implemented exactly as described, but rather will be adapted for various-sized campuses. The Library/Student Center is designed to be a one-stop resource that provides student services, academic support, a student center and library services. Based on findings from the College Learning Services Project, this facility will provide more efficient delivery of services from formerly isolated administrative units. It will include extensive technological infrastructure designed to be flexible enough to meet future student needs. The space program divides the prototype into four elements: student services (12,000 square feet), library (23,000 square feet), academic support (17,500 square feet), and a student center (25,000 square feet). The various services and departments within each element are described, along with tables that outline space allotted to each service. Student services include offices such as admissions/registration, advising, a career/transfer center, cashier, and financial aid. Academic support includes computer resources, a learning center, testing offices and tutoring. The student center contains a bookstore, cafeteria, meeting rooms, lounge, and space for student organizations. (Contains 25 tables and 2 figures.) (RDG)

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Pima Community College

FACILITIES SPECIFICATION FOR A LIBRARY/STUDENT CENTER PROTOTYPE

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Pima Community College
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PIMA COMMUNITY COLLEGE

FACILITIES SPECIFICATION
FOR A
LIBRARY/STUDENT CENTER PROTOTYPE
December 1997

Prepared by
Paulien & Associates, Inc.
Denver, CO

Pima County Community College District has begun efforts toward the realization of the vision that started with the College Learning Services (CLS) project in 1995 and resulted in this facility specification for development of Library/Student Centers on all campuses. This document is a description of a **PROTOTYPE FACILITY** serving 10,000 students at a comprehensive campus. The prototype will be scaled up or down on a proportional basis for various sized campuses and will provide the basis for facilities design. **As a prototype it will probably not be implemented exactly as described at any of the campuses.** Each campus will develop and implement the Library/Student Center functions in a manner that fits the unique existing and future facilities on each campus.

The philosophy underlying the Library/Student Center concept is to support self-directed student learning, facilitate the development of students' potential, advance students' development of knowledge, and serve as a locus of community for students, faculty, and staff. The Library/Student Center concept is also intended to embody a "one-stop" philosophy by eliminating organizational and physical fragmentation of services, by providing convenient, integrated services to students, and by expanding opportunities for students. Services in the Library/Student Center should be centered around the needs of students in a manner which supports student success. Students should be able to access enrollment, registration, advising, and financial aid services at a single location.

Another objective is to make it easier for visitors from the community to easily locate a place where PCC can welcome them and give them the information or directions they need.

The prototype Library/Student Center is envisioned to include extensive technological infrastructure while being both flexible and adaptable to accommodate change, since student needs will continue to unfold and develop. In addition, the prototype assumes the College must cross-train and support staff and faculty who will work in this new environment to develop more generalists with skills and knowledge to provide seamless delivery of services and more cooperation from formerly separate or isolated administrative units.

Today, student administrative and support services at Pima Community College are evolving toward student-centered processes and away from administrative unit-centered processes. The common vision of student-centered service delivery is already in place. In addition, some of the functions within the Library/Student Center prototype are already adjacent or interrelated on the various Pima Community College campuses. The purpose of the prototype is to provide consistency and compatibility of implementation and of further development of relationships among the functions within the Library/Student Center concept as three of the campuses grow toward 10,000 student comprehensive campuses. The West Campus is already well above the 10,000 student level. Their application of the concept will need to reflect that West is planned to be more than 1.5 times as large as the prototype target.

Decisions will need to be made for the other campuses as to whether they should implement the prototype at its full level or at a prorated smaller amount. The master plan process is also likely to indicate minor differences of interpretation within the prototype at the campuses.

Planning currently underway regarding space standards for the District could adjust some of the office size criteria used in this study. Analysis currently underway by a PCC committee regarding staffing levels could change staffing assumptions in this study. This report focuses on the space needed to conduct the specific tasks of each function within the prototype rather than the specific staffing level for each function.

Actual physical implementation may include use of existing facilities at some of the campuses, which could require adjustments in the adjacency concepts or the amounts of space for a particular function.

Background on the College Learning Services Project

The College Learning Services Project was conceived as a way to benchmark PCC against other community colleges, colleges and universities relative to the design of new libraries and student centers. In the 1995-96 academic year, the project began with two major benchmarking activities: the Learning Resources Center (LRC) Forum and the Student Center Forum. Both of these Forums involved key College representatives (students, faculty, staff and administrators) from both the library and student development areas, respectively.

The two Forums were designed to achieve three goals:

1. To articulate a common service philosophy and vision for learning resource centers and student centers,
2. to develop common definitions for services and functions, and
3. to identify the extent of delivery of those services and functions as a prelude to the creation of new and/or remodeled LRCs and Student Centers at the campuses.

The Forums occurred in three phases. Phase one included a two-day visit from four peer consultants. The consultants spent the first day in visiting each of the campuses and learning about the present state of services at PCC. On the second day, these peer consultants shared their experience at their home sites, as well as their perceptions of existing services at PCC. Phase two of the forums involved the visits of PCC teams to institutions across the country. Each visiting team was provided with a protocol which included a set of questions to ask, areas to videotape, and an outline for an Executive Summary which the team was to complete on its return. Phase three of the forum involved a day-long event at which each team presented its videotape and shared its perceptions about the college or university it had visited.

The product of these two multi-phase forums was a checklist of basic library and student services. The checklists were recompiled as an internal survey research instrument, which was distributed to many individuals who had not participated in the forums, including a broader population of students at every campus. Survey respondents were asked to indicate which of the services should be considered "core," "discretionary," or "one site only." The resulting validated listing was distributed to all Forum participants for comments, and ultimately served as a basis for discussion at campus and district-based meetings.

As the project progressed, there was an increase in convergence between the two forums, and this led to a final joint "Concluding Forum" which was facilitated by a local consultant and served as a wrap-up to both Forums. The final report of this Concluding Forum served as the basis for a new series of planning charrettes devoted to the development of a facilities specification for a prototype "Library/Student Center" for Pima Community College. These meetings have involved an ever wider representation of staff from the areas which would be involved in the development of the new facility. Paulien & Associates coordinated the charrette activities and had responsibility for preparing this facilities specification.

The result of the planning charrettes was a list of functions and adjacencies within the prototype. The list of functions and the proposed square footages is as follows:

Library/Student Center Prototype
Space Need Preliminary Estimates
10,000 Student Campus (headcount)

	assignable square feet
Student Services	
Welcome Center / Information Center	750
One-Stop Center	1,750
Admissions / Registration	1,200
Advising/Counseling	2,500
Assessment Offices	500
Career Center / Transfer Center / Job Placement	1,500
Cashier (including ID)	600
Dean of Student Development	750
Disabled Student Resources	1,000
Financial Aid	1,450
	12,000
Library	
Library	23,000
Academic Support	
Computer Commons	7,000
Instructional Testing Offices	250
Individualized Learning Center	2,250
Testing Cluster	3,750
Tutoring	4,250
	17,500
Student Center	
Bookstore	5,000
Cafeteria	10,000
Community Room	4,000
Conference and Meeting Rooms	1,000
Student Lounge	3,500
Student Organizations / Student Activities	1,500
Vending Areas (hallways)	0
	25,000
Total Assignable Square Feet (ASF)	77,500
Gross Square Feet (GSF) 68% efficiency assumed	114,000

Note: In our experience for these types of facilities, efficiency percentages from 72% to 62% can be reasonable depending on, for example, whether lobby space is considered assignable or non-assignable. This estimate assumes most of it to be non-assignable.

Some buildings at Pima CC are designed so that almost every room exits directly to the outdoors. With much less indoor corridor space, such buildings can achieve 80% to 85% efficiency.

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College Learning Services Model

PimaCommunityCollege

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Descriptions of the various functions and their adjacencies within the Library/Student Center prototype and more in-depth calculations of square footage calculations are as follows:

STUDENT SERVICES

Welcome Center

The Welcome Center is the front door, the greeting place for students and visitors to the campus. This area is proposed to be a large open round counter or central focus area with strong graphic presentations located in close proximity to the main entrance to the Library/Student Center. The Welcome Center will provide, as its name implies, a welcoming, interesting environment. This area will be the first opportunity to provide information about all aspects of the College. The general information provided at the Welcome Center will include directions and referrals for students using the Student Services One-Stop Center or other college services and information on activities and events on campus for visitors to the campus community. The counter area will be supplemented by kiosks with printed materials and computer terminals.

Welcome Center

Space Type	# of Stations	sf/ Station	asf Total
Lobby Area			500
Information Desk	2		250
			750

One-Stop Center

The One-Stop Center will be the first service contact for students at the front door of the campus. The One-Stop Center is envisioned as a setting in which students can access information and matriculation services which have traditionally been scattered across the campuses. The services which will be brought together under the One-Stop Center concept include Admissions and Registration, Advising and Counseling, Assessment, Career Center/Transfer Center/Job Placement, Cashier (including Student ID), Disabled Student Resources, and Financial Aid. The intent is to provide students with convenient, efficient, high quality service in one location by designing services for the convenience of the majority of students and providing individualized or in-depth services for the remainder of students in close proximity to the One-Stop Center.

The One-Stop Center concept is accomplished not only with the location of the services in one area but also with the cooperation of administrative units, cross-training of employee generalists, and a commitment to student success through a student-centered,

customer service orientation. At the core of the One-Stop Center concept is the intent to tailor service delivery and support to the need of the students.

The One-Stop Center area is proposed to be an area with counters to serve students. The area must include stations for use by disabled students and security for cashiering functions. A majority of students needing to utilize the Student Services will be able to complete their transactions by speaking to one service provider at the One-Stop Center counter area. Adjacent to and within line of vision of the One-Stop Center and in proximity to each other will be offices for the Student Service functions to provide in-depth service, confidentiality, or privacy to those students whose needs exceed those provided by the generalists in the One-Stop Center area. Wherever possible the suites adjacent to the One-Stop Center area will have glass walls to provide a feeling of openness and accessibility. The One-Stop Center can be staffed as a rotating duty station by cross-trained staff from the Student Services functions. The charrette participants leaned toward having rotating professionals from the participating units staffing the One-Stop Shop area. An alternative approach would be having full-time cross trained individuals assigned to the One-Stop Center.

A counter environment with the student standing is recommended for these generally short transactions. Self-service terminals will also be provided in the lobby area.

One-Stop Center

Space Type	# of Stations	sf/ Station	asf Total
Lobby Area (includes self-service terminals)			500
Service Desks	12	80	960
Storage, Supplies, Work Area			290
			1,750

Admissions/Registration

While the admissions and registration procedures will be accomplished for the majority of students at the One-Stop Center area, Admissions and Registration will also need an area with offices for staff to meet with students whose circumstances necessitate individualized or in-depth review. The offices will provide privacy for discussions with students and a more comfortable seating area for prolonged interactions with students. The offices will also provide security away from the open One-Stop Center area for storing records.

Admissions/Registration Services

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			250
Records Storage			350
Enclosed Office	3	120	360
Open Workstations	3	80	240
			1,200

Advising and Counseling

In a manner similar to the offices for Admissions and Registration discussed above, Advising and Counseling will need office areas for staff to meet with students requiring privacy in their transactions away from the open One-Stop Center environment. As with Admissions and Registration offices, the Advising and Counseling offices will be within the line of vision of the One-Stop Center counters and adjacent to each other. The offices for Advising/Counseling functions will seat at least two people, and will provide on-going services to students by having advisers and counselors serve as case managers or "Pima College Success Agents" in contrast to the generalists available through the One-Stop Center.

The inclusion of Advising and Counseling in the Student Services functions of the Library/Student Services prototype does not preclude divisional advising/counseling remaining within the various academic clusters on larger campuses.

Advising/Counseling Services

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			400
Supplies, Work Area, Storage			260
Enclosed Offices	10	120	1,200
Open Workstations	8	80	640
			2,500

Assessment

Explanation of the assessment process and information on which assessments are required will be provided at the One-Stop Center. Assessment staff will need offices within the Student Services area. While the Assessment function of the Student Services is aligned with the matriculation functions, the actual assessment instruments will be administered within the Testing Cluster area, which is part of Academic Support. Co-locating Assessment implementation functions with other testing oriented functions will provide the same efficiencies of infrastructure and staffing mentioned above for adaptive technology equipment.

The assessment suite must be near the Testing Cluster. Shared proctors are shown with the Testing Cluster.

Assessment Offices

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			180
Enclosed Offices	2	120	240
Open Workstation	1	80	80
			500

Career Center/Transfer Center/Job Placement

In addition to being a part of the One-Stop Center area functions and having offices for in-depth or private interactions with students, the Career Center/Transfer Center/Job Placement functions require an area for reference materials and a place to study these reference materials in both paper and electronic forms. A study area with shelves and racks of materials needs to be located adjacent to the Career Center/Transfer Center/Job Placement office area. This area needs to have desktop computer terminals so students can access the Internet. This area also needs to be large enough to accommodate classes that visit and do research in the Career Center.

Career Center/Transfer Center/Job Placement

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Reception Area			180
Resource Area			150
Study Area	10	30	300
Supplies, Work Area			230
Enclosed Offices	4	120	480
Open Workstations	2	80	160
			1,500

Cashier

Most cashiering and all ID functions will take place in the One-Stop Center. Students requiring additional services, as in the other Student Support functions will be able to visit the Cashiering offices. The office area for Cashiering will also include a vault for security.

Pima Community College may well consider moving to a smart card as student ID, in place of the current photo ID. This alternative card function could still be issued at this location.

Cashier Offices

Space Type	# of Offices	sf/ Office	asf Total
Student Waiting			140
Vault			100
Enclosed Office	1	120	120
Cashier Windows/Work Station	3	80	240
			600

Dean of Student Development

The Dean of Student Development offices will be located in the Student Services area to provide both oversight of services and be visible and available to students. The Steering Committee recommends a second egress from the Dean and Associate Dean offices because of their role with disciplinary hearings.

Dean of Student Development Offices

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			140
Supplies, Work Area			100
Dean Office	1	200	200
Associate Dean Office	1	150	150
Open Workstations	2	80	160
			750

Disabled Student Resources

Offices for Disabled Student Resources will be located near the open One-Stop Center. These offices will seat at least two people and will be large enough to accommodate students with physical disabilities. Adaptive technology equipment for disabled students will be located here. The Steering Committee opposes duplicating it in the Testing Cluster and the Tutoring Center.

Disabled Student Resources

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			180
Adaptive Technology Equipment	3	60	180
Supplies, Work Area			110
Enclosed Offices	3	150	450
Open Workstation	1	80	80
			1,000

Financial Aid

Financial Aid will need office areas for staff to meet with students requiring privacy in their transactions away from the open One-Stop Center environment. These offices should be within the line of vision of the One-Stop Center counters and adjacent to Advising and Counseling and Disabled Student Resources offices. The Financial Aid offices will seat at least two people, and will provide students with in-depth information beyond that available from the generalists at the One-Stop Center. Three self-service computer stations will be available in the lobby area.

Financial Aid Services

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			325
Self-Service Computer Stations			75
Supplies, Work Area			300
Interview Room			150
Enclosed Offices	3	120	360
Open Workstations	3	80	240
			1,450

The Student Services area will also be near a shared meeting room for group advising, orientation, or financial aid workshops and group application assistance. The meeting room will be in proximity to the One-Stop Center and the office areas and be large enough for multiple uses.

LIBRARY

Library

The Library area in the prototype is predicated on a comprehensive library on each campus. In addition to stack space, reference space, periodicals area, microform area, circulation desk, carrels, seating areas, lounge, and leisure reading areas, the Library will include 10-12 small quiet study rooms and group study rooms of various sizes. These rooms will range from larger spaces for 6-8 people to smaller spaces for 2-4 people. The separate study rooms will have a glass wall for supervision. Some of the rooms will be equipped with cable TV and VCR. All will have computer ports. The study rooms and areas within the library will separate areas of different noise levels and provide more effective noise control.

The prototype includes an electronic classroom for bibliographic instruction or information literacy and for teaching use of Internet database information, CD ROM resources, and electronic catalogs. The classroom will be in proximity to the Computer Commons and have wired flooring, drops for the Ethernet, and ports to plug in laptops. The proximity of the Library and Computer Commons will allow them to jointly use the two classrooms in the Computer Commons and the one in the Library. In addition there will be more terminals throughout the library itself to provide greater flexibility and connectivity. Ten to 12 of the study carrels and reader stations in the Library will be equipped as viewing stations, some of which will be multi-media viewing stations.

Traditional reading spaces and books will continue to be available, as not all information resources will be electronic, nor has electronic media significantly reduced the demand for books. In addition to open study areas, other areas providing a different character will be available. Some of these areas will have soft chairs, be in remote corners of the Library, or provide quiet areas around an interest or focus area such as a fireplace. Fifty seats in the Library will be upholstered, lounge-style seating.

Library

Space Type	# of Offices, Stations, or Volumes	sf/ Office, Station, or Volume	asf Total
Circulation Area			1,000
Reference			600
Periodical Reading Area			600
Copy Center			500
Collections	58,000	0.10	5,800
Microform Use Area			500
Adaptive Technology Room			125
Reader Stations			
carrels (all wired)	150	30	4,500
soft seating	50	30	1,500
tables (all wired) for 4	125	25	3,125
group study rooms (all wired)	75	30	2,250
Bibliographic Instruction			
audio/visual equipment classrooms	30	25	750
Rest Rooms			300
Supplies, Work Area			300
Director	1	150	150
Enclosed Offices	3	120	360
Open Workstations	8	80	640
			23,000

The overall Library area will include office and workspace for library staff, as well as restrooms within the library security areas so students aren't required to check in reserve materials and leave the library to use the restroom. A centralized printing, copy, instructional materials production, and fax center will be located near the library and computer commons areas. This could be located within the Library and Computer Commons area or in an adjacent area with access from both inside and outside the Library and Computer Commons areas.

ACADEMIC SUPPORT

Computer Commons

In the Library/Student Center prototype, the Library and Computer Commons areas are adjacent, sharing a common entrance for security. The Library staff and Computer Commons technical staff will work closely together to provide information services to students. These two areas will utilize each other's spaces. Flexibility and infrastructure must be included in the design of these areas to provide for future growth and technological change. It is also important to provide the Library and Computer Commons with a means of locking the two areas separately to allow them to remain open different hours.

The Computer Commons will house 150 computer stations, provide additional ports for laptops, and be open extended hours. The workstations will be networked with access to library, campus and Internet resources. The Commons areas will include spaces for servers, a workroom for technicians, and offices for staff. Adjacent to the Computer Commons and the Library will be three multi-use training classrooms for instruction in computer use and bibliographic techniques (two of them are shown with the Computer Commons in the space tabulation which follows). Multi-media production equipment for faculty and student use will be part of this function.

Computer Commons

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Classrooms	50	20	1,000
Commons Area	150	30	4,500
Multi-Media Production			750
Reception Desk			220
Support Space (Servers)			150
Workroom	1	100	100
Enclosed Office	1	120	120
Open Workstations	2	80	160
			7,000

Instructional Testing Offices

Instructional Testing offices will be provided near the Testing Cluster.

Instructional Testing Offices

Space Type	# of Offices	sf/ Office	asf Total
Reception Area			90
Open Workstations	2	80	160
			250

~~Individualized Learning Center~~ Center for Alternative Learning — changed per Dean's of instruction.

This function is currently called Instructional Activity Center at two campuses and Instructional Activities Laboratory at a third. The Individualized Learning Center will provide an area for students to work with course materials and study, and serves in place of a classroom for those students accessing open entry, self-paced open exit courses. The Individualized Learning Center will provide space for several modes of instructional delivery. The Center will have computers, computer ports, slide and video viewing equipment, and space for other technologies and formats, as well as tables and chairs for paper and pencil activities. The Individualized Learning Center will also provide a place for faculty teaching the open entry, open exit courses to meet with students. Testing for these courses will take place in the Testing Cluster. Therefore, the Individualized Learning Center should be close to the Testing Cluster.

~~Individualized Learning Center~~ Center for Alternative Learning

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Resource Area			175
Learning Area	75	25	1,875
Enclosed Office	1	120	120
Open Workstation	1	80	80
			2,250

Testing Cluster

The area for Assessment testing, Instructional Testing and Individualized Learning Center testing is envisioned as a central open pod or booth area for the proctors surrounded by three to five rooms of various sizes for testing functions. The area for proctors will include an office area for the Testing Cluster supervisor. The centralized area for proctors will provide for more efficient use of staff. The testing rooms could be used by any of the testing functions as space needs dictate, while the individual rooms will provide separation for the various types of testing and disabled student needs. The Testing Cluster could serve both individual and group testing functions. The testing rooms will be designed with sound-proofed walls to minimize noise entering the rooms and minimize auditory distractions, and will provide as much natural light as is practical. The testing rooms and the proctoring area will be separated by glass to provide sound barriers without limiting visual management of the testing process.

The testing rooms will be equipped differently. Some will have computers or computer ports at every station while others will have oversize tablet arm stations and not need to have as many computers. The rooms will have space for specialized or adaptive computer stations.

As a means of providing a testing atmosphere which is calm and minimizes stress for those using the testing services, it is beneficial to separate students entering the area for assessment instruments from those entering the area for course exams. To accomplish this, two entrances to the Testing Cluster will be provided. One entrance will be adjacent to the One-Stop Center for assessment, and the other will be accessible from the classroom area of the campus for course testing. The two entrances will also provide two levels of security for testing services. Once in the testing area the various rooms will maintain the separation of testing functions.

The flexible design of the Testing Cluster could allow the area to be used for a revenue center, providing testing services to outside entities such as the University of Arizona or the Western Governors' University. Flexible design will also allow some shared space between the Testing Cluster, the Individualized Learning Center, and the Computer Commons.

Testing Cluster

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Reception Area			250
Resource Area			80
Testing Rooms (3-5)	120	25	3,000
Enclosed Office	1	120	120
Proctors	6	50	300
			3,750

Tutoring Center

The Tutoring Center is an area which will provide rooms for small group study, computer stations, and a large open area for one-on-one tutoring. The Tutoring Center will seat 150, with 100 seats in the open area and the rest in the group study rooms. The group study rooms will seat six to eight people each and have glass walls onto the large open area. Some of the small group study rooms will be equipped with computers and all will have computer ports. The large open area could be divided by cubicles. Specialized computer stations could be housed in the large open area or in the group study rooms. The Tutoring Center will be adjacent to the Testing Cluster and Individualized Learning Center areas.

The inclusion of the Tutoring Center in the Academic Support functions of the Library/Student Center prototype does not preclude divisional tutoring remaining within the various departments on larger campuses.

Tutoring Center

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Reception Area			280
Resource Area			150
Open Tutoring Area	100	25	2,500
Group Study Rooms (6-8)	50	20	1,000
Enclosed Offices	2	120	240
Open Workstation	1	80	80
			4,250

STUDENT CENTER

The Library/Student Center prototype includes Student Life as well as Student Services, Library, and Academic Support. The Student Center area of the Library/Student Center will provide an appropriate and adequate location in an environment which encourages extra-curricular activities. However, these areas of the college are also learning areas and should be provided with the appropriate technological infrastructure to support learning in the 21st Century, such as data and video wiring.

Bookstore

The Library/Student Services Center prototype includes a bookstore for each campus. Bookstores can both serve students and become a marketing tool for the college by inclusion of Pima Community College logo items. Computer resources and software at discounts could be included in the retail mix. Since security can be an issue, lockers are needed outside the bookstores.

An overall factor of 1.25 square feet per FTSE is used. This is about the national average for a survey by the National Association of College Stores and slightly more than the current bookstore operator suggested.

Bookstore

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Retail Area			3,500
Stockroom and Processing Area			1,000
Locker Area			300
Manager	1	120	120
Staff Office	1	80	80
			5,000

Cafeteria

In the Library/Student Center prototype the Cafeteria is viewed as more than a place to eat. It is a place to study, interact with others, and plug in a laptop computer. Modern food service practices call for a larger servery area for "performance cooking" in a food court setting and less kitchen area than cafeterias had in the past. The expanded servery area will improve traffic flow and provide more food variety. The area for food service needs to be adequately ventilated so food smells do not permeate the building.

Cafeteria

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Kitchen Area			2,000
Servery Area			2,400
Seating Area	300	15	4,500
Storage			860
Management Staff	2	120	240
			10,000

Community Room

The Community Room will be used to provide members of the community with a meeting space on the Pima Community College campuses. The Community Room could also be used by campus groups requiring a large meeting space. The large room will have meeting rooms or breakout rooms adjacent to it.

The community room could seat up to 250 in chairs with no tables. The number would be significantly less in set-ups producing a school room setting with tables and chairs. The break-out rooms should be large enough to be set up seminar style. That furniture set-up is reflected in the space per person. There would be approximately five break-out rooms connected by movable walls.

Community Room

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Community Room	250	10	2,500
Break Out Rooms	50	20	1,000
Furniture Storage			500
			4,000

Conference and Meeting Rooms

The Library/Student Center prototype includes space for conference and meeting rooms as well as a community room. The prototype does not include all the conference and meeting rooms on the campus, only those serving the prototype functions. The conference and meeting rooms will allow the various functional areas within the prototype to bring in students for activities such as group advising, orientation, or financial aid workshops. The conference and meeting rooms will also provide space for student organizations to meet and allow the student organizations to be more active on campus. The meeting rooms on the various campuses should be connected electronically and will be flexible meeting spaces.

The conference room should be located near the Dean of Student Development suite as it is used extensively for code of conduct hearings.

Conference and Meeting Rooms

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Meeting Room	40	20	800
Conference Room	10	20	200
			1,000

Student Lounge

The Student Lounge areas will range from open seating areas which are incorporated into the landscape of the building to designated rooms for student recreation such as group TV viewing or for games. Some of the Student Lounge spaces will provide quiet informal study areas for one or more students while others will provide a place for socialization and interaction among students. Providing places for students to "hang around" creates an ambiance of comfort for the student within the Library/Student Center concept. This encourages students to enroll for an additional class when there will be an hour or two between the two classes.

Student Lounge

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Student Recreation			1,000
Open Seating Areas	50	25	1,250
Lounge Rooms	30	25	750
Quiet Study	20	25	500
			3,500

Student Organizations/Student Activities

The Student Organizations area will provide space for the Inter-Club Council and student organizations to store files and other materials. Student organizations will be able to have a locking storage cabinet and a desk in a communal area. The communal space provided for student organizations will allow for cooperation and intermingling

among organizations and promote lively student life on campus. The Student Activities Coordinator office suite is included here.

Student Organizations/Student Activities

Space Type	# of Offices or Stations	sf/ Office or Station	asf Total
Reception Area			200
Organization Desks	10	80	800
Organization Storage	10	15	150
Inter-Club Council Office/Meeting Room			150
Coordinator Enclosed Office	1	120	120
Open Workstation	1	80	80
			1,500

Vending Areas

Vending areas (supplies, food, beverages, ATM's) in the Library/Student Center will be located in hallways and other open areas. The charrette participants prefer that the vending area not be placed in the Welcome Center or at the front door of the Library/Student Center.

FUNCTIONS NOT INCLUDED IN THE PROTOTYPE

In addition to the spaces above, several other functions were discussed. The other functions were removed from the prototype since they were either not viewed as student-centered functions or were viewed as being more appropriately placed with instruction or administration. The other functions discussed included Outreach, Discipline Specific Self-Paced Labs, Faculty Resource Center, Multi-Disciplinary Educational Services, Multi-Media Maintenance, Multi-Media Duplicating & Editing, Multi-Media Computer Maintenance, and Student Publications.

Health and Wellness Counseling, and International Programs are currently only at West Campus and should be viewed as one-site add-ons. Child care services for registering students and continuing students are needed. Child care was not considered part of the Library/Student Center prototype.

Each campus has the opportunity to add functions to the prototype as part of their master planning process. Adjustments to delete services are also possible. For example, East Campus does not have a separate Assessment Office.

SUMMARY

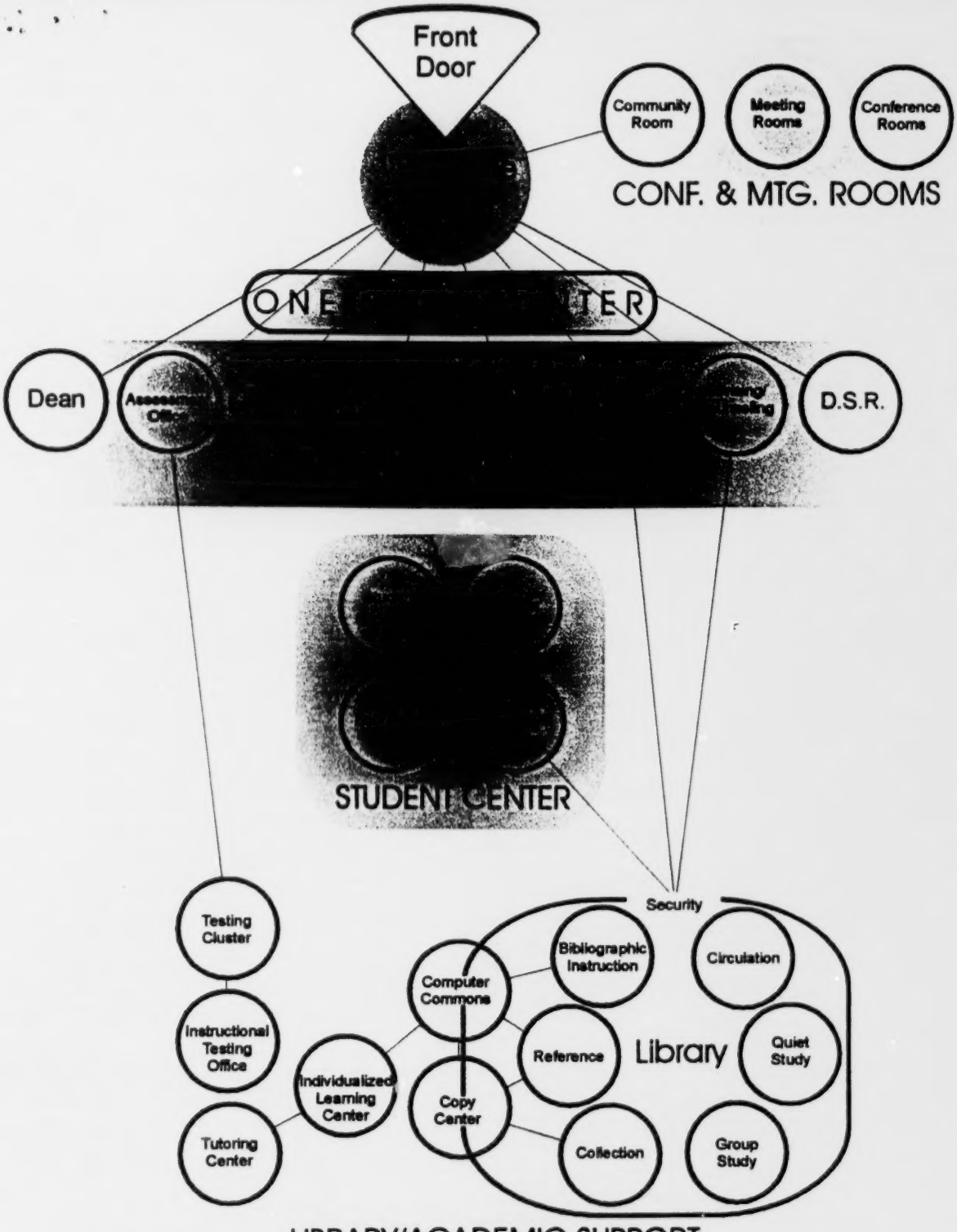
The table summarizing the space totals by function is repeated on this page. It is followed by a diagram showing optimum clustering of the functions.

Library/Student Center Prototype
Space Need Preliminary Estimates
10,000 Student Campus (headcount)

	assignable square feet
Student Services	
Welcome Center/Information Center	750
One-Stop Center	1,750
Admissions/Registration	1,200
Advising/Counseling	2,500
Assessment Offices	500
Career Center/ Transfer Center/Job Placement	1,500
Cashier (including ID)	600
Dean of Student Development	750
Disabled Student Resources	1,000
Financial Aid	1,450
	12,000
Library	
Library	23,000
Academic Support	
Computer Commons	7,000
Instructional Testing Offices	250
Individualized Learning Center	2,250
Testing Cluster	3,750
Tutoring	4,250
	17,500
Student Center	
Bookstore	5,000
Cafeteria	10,000
Community Room	4,000
Conference and Meeting Rooms	1,000
Student Lounge	3,500
Student Organizations/Student Activities	1,500
Vending Areas (hallways)	0
	25,000
Total Assignable Square Feet (ASF)	77,500
Gross Square Feet (GSF) 68% efficiency assumed	114,000

Note: In our experience for these types of facilities, efficiency percentages from 72% to 62% can be reasonable depending on, for example, whether lobby space is considered assignable or non-assignable. This estimate assumes most of it to be non-assignable.

Some buildings at Pima CC are designed so that almost every room exits directly to the outdoors. With much less indoor corridor space, such buildings can achieve 80% to 85% efficiency.



COLLEGE LEARNING SERVICES
MAJOR FUNCTION ADJACENCY DIAGRAM

Colors Represent Major Functional Groupings.
Circles Represent Major Functions.
Lines Represent a Strong Relationship Between Fucntions

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